



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

## DISTRICT

Questions 1 and 2 are for Public Schools only.

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	33	29	62		<b>6</b>	36	33	69
K	36	31	67		<b>7</b>	38	36	74
1	37	36	73		<b>8</b>	36	36	72
2	34	40	74		<b>9</b>	0	0	0
3	27	39	66		<b>10</b>	0	0	0
4	33	28	61		<b>11</b>	0	0	0
5	48	29	77		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								695

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
0 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
94 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1, 2009	694
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 0%  
 Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%  
 Total number of students served: 54

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>2</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>46</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	3%	3%	3%	11%	9%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	_____ <b>0%</b>

## PART III - SUMMARY

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St. Paul of the Cross (SPC) is a Catholic school under the direction of the Archdiocese of Chicago. SPC has been a vital part of the Park Ridge community since 1925. The school has a diverse student body and educates children from Park Ridge, the northwest side of Chicago, and other neighboring communities. SPC provides an education of the highest standards while embracing each child within the Catholic tradition. The educational philosophy/mission of SPC is to provide a holistic education. The goal is to nurture the development of each student's individual strengths and gifts by offering an innovative and engaging learning environment. SPC reaches out through prayer, service, and education to meet the needs of an ever-changing community and to create students with vision. Students are encouraged and challenged to use their unique abilities and talents to become life-long learners, responsible and productive citizens, and faithful Catholics. The strong academic foundation begins in preschool, develops in the primary grades, and builds throughout students' years at SPC. The core of all activities at SPC centers on acting as partners with parents to assist in their child's academic growth, to develop the spirituality of students, and to prepare students to receive the sacraments of the Catholic Church.

St. Paul of the Cross is exemplary because it is a place students want to be: SPC is like a family. SPC is alive with energy and school spirit and if awarded the Blue Ribbon would share the success with the entire community. SPC is a leader within the Archdiocese of Chicago and takes its commitment to educate each child very seriously. Due to exceptional work with students of differing needs, SPC has been chosen by the Archdiocese as one of three sites for the Center for Inclusive Education. Partnerships with the Museum of Science and Industry and The Field Museum, not only enhance educational experiences for students, but also allow SPC to become a model for other schools in the region and the Archdiocese of Chicago.

St. Paul of the Cross' success is well-documented and crosses many disciplines: academic, service, and athletic. Academically students surpass national achievement benchmarks on standardized tests. Participants in the 2010 National Engineering Week Future City Competition were awarded first place and earned the right to compete in Washington D.C.. SPC instills the value of helping others across all grade-levels. Eighth grade students donate over 2100 volunteer service hours to the Park Ridge community and beyond each school year. Students help the parish Social Service Ministry by volunteering at the parish food pantry, Sunday Suppers, and by serving meals at Our Lady of Lourdes soup kitchen. SPC also provides outstanding leadership opportunities to the student body. Students build leadership skills, self-confidence, and have fun in over twenty extra-curricular clubs and teams. Some of these leadership opportunities include Student Council, National Junior Honor Society, SPC's Peaceable Kingdom, and the Green Team.

In addition to a rigorous academic program, St. Paul of the Cross also offers special areas of concentration including art, physical education, music, computer technology, and foreign language. SPC's state of the art facilities, along with a highly credentialed and committed staff, enhance instruction, curriculum development, and the educational environment. SPC boasts the largest athletic program in the Archdiocese of Chicago. SPC's extensive athletic program provides opportunities for students to realize the importance of teamwork, cooperation, and school spirit. SPC teams placed first in the conference in cross country, soccer, volleyball, softball, and basketball. Students in fourth through eighth grade participate in a myriad of athletic teams including: volleyball, basketball, soccer, cheerleading, baseball, softball, track and field, and cross country. Also, floor hockey and Girls on the Run are available to third-grade students.

The ultimate goal of SPC faculty and staff is to provide an educational environment that cherishes the individual gifts and talents of each student. Through a vision of faith, education, and values SPC promotes self-esteem, respect for all, and maps out the journey for a lifetime of achievements. St. Paul of the Cross is proud to be part of the rich Catholic school legacy in Chicago and embraces the challenge of educating tomorrow's leaders.

### 1. Assessment Results:

Students at St. Paul of the Cross School are assessed in numerous ways. As a school in the Archdiocese of Chicago, SPC students take the CTB-McGraw Hill Terra Nova, Multiple Assessments each March. The Archdiocese of Chicago requires that students in grades three, five, and seven take part in standardized testing each year, and SPC tests students in grades three through seven annually. Testing each of these grades allows administration to measure progress over time, and provides longitudinal data not only for individual students, but for groups as well. The Terra Nova reading test measures objectives in the areas of *basic understanding, analyzing text, evaluating and extending meaning, and identifying reading and writing strategies*. The Terra Nova math test measures objectives in the areas of *number and number relations, computation and numerical estimation, operation concepts, measurement, geometry and spatial sense, data analysis, statistics, and probability; patterns, functions, and algebra; problem solving and reasoning, and communication*.

Each assessed grade consistently scores above the qualifying benchmark for a high performing school under the NCLB-Blue Ribbon Schools criteria in both reading and mathematics. Additionally, the Terra Nova test provides a cognitive index or “anticipated score” for each student based on his or her tested ability level. SPC students consistently score at or above their anticipated score, demonstrating that they are performing at or above their projected ability levels.

Scores are reported as the NP of the Mean NCE (Normal Curve Equivalent). In the highest grade tested, the achieved national percentile in reading was 84, and the achieved national percentile for mathematics was 87. In reading, scores range from 73 in third grade to 84 in seventh grade. In mathematics, scores range from 79 in fifth grade to 87 in seventh grade. Scores have remained relatively steady over the past five years, with SPC students consistently scoring well above the national average. The administration attributes the consistently high achievement to the early intervention programs utilized by the school, the implementation of a strong, standards-based curriculum, and a strong parental commitment to education.

St. Paul of the Cross is proud to offer a quality Catholic education to students of all ability levels. Students who are administered standardized tests with accommodations have formal Service Plans through the public school district or Individualized Catholic Education Plans (ICEPs). These students are identified as having learning disabilities or differences for which accommodations to the regular classroom routine are necessary to ensure success. These accommodations are followed regularly. Scores for students testing under nonstandard procedures are not included in the group results and number less than ten in each grade; therefore, they are not reported.

Eighth grade students take the NWEA (Northwest Evaluation Association) Measures of Academic Progress (MAP) each October for the local public high school and approximately 75% of eighth grade students take the Catholic High School Entrance Exam (HSPT) at the school of their choice in January. As SPC students matriculate to high schools they are placed in advanced mathematics and English (language arts) courses at the freshman level. Over the past several years 100% of graduating eighth grade students applying to Catholic high schools have been accepted at the school of their choice.

### 2. Using Assessment Results:

All types of assessment data are valuable and contribute to program development and innovative teaching strategies at St. Paul of the Cross. Terra Nova scores, pre- and post-tests, and ongoing observations of student performance are utilized to effectively design instruction and adjust curriculum for students. For example, Terra Nova performance data is utilized in the curriculum mapping process. By examining trends in performance across grade levels in relation to state standards, the teachers incorporate and adjust

grade level maps to reflect the teaching and learning that must take place in order for students to be successful and prepared for the following grade level. Additionally, administering standardized tests annually in grades three through seven provides an indication of student growth over one year's time.

Upon receipt of Terra Nova scores in May the principal and assistant principal review the data and present overall trends to the faculty at a faculty meeting. Teachers are then given classroom scores to review. Student performance on the Terra Nova is compared with the ongoing assessment information gathered by teachers throughout the year, along with AIMSweb and D.I.B.E.L.S. (Diagnostic Indicators of Basic Early Literacy Skills) data. If performance discrepancies are identified, teachers work with administration, parents, and students to determine the source of the discrepancy.

Assessment data is used to determine areas of strength and weakness in school programs. Teachers examine test data and identify students with high, moderate, and low mastery of individual concepts. Students who fall in the low mastery range receive intervention in either a structured resource program or through in-class intervention. Students identified to have broader deficiencies are assisted by one of the four resource teachers on a daily basis. Progress monitoring is completed to measure student performance and growth in order to determine that students' needs are appropriately addressed which allows for greater student achievement. Students who demonstrate high mastery of skills are asked to join Math Olympiad and the Academic team.

In grades kindergarten through second, where Terra Nova tests are not administered, D.I.B.E.L.S. and AIMSweb data are valuable tools in determining programming and curricular needs. Based on this information, it was determined that students lacked the phonemic awareness to develop into strong readers at an early age. Therefore, students entering kindergarten are now issued a LeapFrog Phonics program to use during the summer before kindergarten and the Wilson Foundations program was adopted for the kindergarten and first grade reading programs. The data collected over the past two years shows a positive effect on the reading skills of SPC students in the early grades based on these program changes.

### **3. Communicating Assessment Results:**

Student performance is communicated to parents in a number of ways. Mid-trimester progress reports, trimester report cards, and parent/teacher conferences are all means of communicating student performance. Additionally, teachers communicate frequently with parents and students via telephone conversations and email. Students are also encouraged to keep assignment notebooks which can be used for parents and teachers to communicate notes to one another.

At a school level, faculty business meetings take place twice a month. All teachers and administrators are present at these meetings and they are used to communicate information as well as to discuss school issues. Often these meetings are an opportunity for presentations by faculty or administrators on student performance, assessment, or trends. Similar presentations of data and trends are given at School Board and parent meetings (SPC Spotlights). SPC Spotlights take place once a month and focus on specific topics such as AIMSweb, interpreting Terra Nova test results, and how to choose the right high school. These presentations ensure that parents are given the opportunity to understand assessment tools and test data interpretation for their student. In addition to monthly business meetings, faculty meet as Professional Learning Communities (PLCs), providing them with the opportunity to share information with one another.

Regarding standardized tests, individual Terra Nova home reports are sent to each family. Results are accompanied by a letter from the principal presenting grade-level performance data for the current year, along with a comparison to the preceding year. The letter highlights areas of overall strength and areas for potential growth and curriculum review.

Students in grades kindergarten through grade four are administered D.I.B.E.L.S. three times per year. Student results are sent to parents along with both national and local benchmarks as a performance indicator of how their child is developing fundamental reading skills. At-risk students are identified and

parents are involved as the classroom and resource teachers develop intervention strategies to address the needs of individual students.

Sharing students' successes with the community is also important to St. Paul of the Cross. SPC communicates student achievements with the community by listing Honor Roll students, as well as highlighting other noteworthy student accomplishments, in the local newspaper, SPC Parish bulletin, the Archdiocese's newspaper, *The Catholic New World*, and the SPC school website.

#### **4. Sharing Lessons Learned:**

Through a variety of programs, St. Paul of the Cross's faculty collaborates and shares strategies with the twelve Archdiocesan schools in SPC's council and with colleagues in the local public school district (Community Consolidated School District 64). Junior high science teachers have attended a series of teacher workshops while working with the Museum of Science and Industry's Center for the Advancement of Science Education. These courses have enabled faculty to share innovative teaching strategies and experiments/labs with their peers in SPC's science department as well as Epiphany School, and colleagues at District 64. In addition, using a cohort teaching model, a core group of SPC teachers, working with the Curriculum Mapping® program, serve as the primary instructors to their grade-level colleagues as well as mentors to the grade-level partners in the twelve council schools.

After administering D.I.B.E.L.S., resource teachers analyzed the results from this scientifically-based reading assessment tool and translated them into effective reading practices and seminars. Presenting this program to the local public school district has resulted in an increased understanding of the importance of meeting individual student needs. Presentations at council schools have also encouraged adaptation of the D.I.B.E.L.S. program.

*The Building Bridges Across Communities, Understanding Common Concerns, Different Responses* is an innovative cultural multiplicity project that is shared by The Field Museum of Chicago, SPC, Park Ridge and Epiphany School, Chicago. This program was established as an educational outreach project to engage students from both schools in learning experiences—creating a bridge in which the cultural differences are shared between them. The Field Museum acts as the arch connecting both schools through utilization of resources and shared experiences. Through a teacher mentoring program, teachers from SPC worked with their grade-level partner teachers at Epiphany School to develop joint classroom and field trip experiences. Through this program, SPC faculty developed hands-on professional development seminars at The Field Museum and at both schools. Teachers continue to work collaboratively with colleagues to map out pre and post museum activities—enhancing field trip experiences and existing curriculum. The mentoring program instructs teachers in how to plan a “Focused Field Trip” using recommended strategies and best practices. The program has been so successful that The Field Museum is considering adapting the program to include the entire archdiocese.

## 1. Curriculum:

St. Paul of the Cross provides a variety of learning experiences for a diverse student population. With a highly trained, highly credentialed, certified faculty, students' needs are met with dedication and professionalism. The curriculum meets the Archdiocesan standards and is aligned with Illinois State Teaching Standards. The core curriculum of religion, math, science, language arts, social studies, and science is balanced with practical fine arts instruction in computer technology, art, music, Spanish, and physical education.

**Religion:** The primary purpose of SPC is to instruct the students in the traditions and catechism of the Catholic faith. Students are instructed on the teachings of Jesus Christ and the importance of living Gospel centered lives. Daily prayer, student liturgies, scripture reading, and sacramental preparation help students reach a greater appreciation of their faith. A strong emphasis on social justice and service opportunities helps students develop strong ties within the parish community and provides an educational experience permeated with Christian values.

**Science:** Through the science curriculum, students study life science, earth science, physical science, and the science of space and technology. Students participate in hands-on experiments, direct instruction, labs, and projects that allow them to foster deeper critical-thinking skills as well as a greater understanding and appreciation for scientific principles. The science curriculum is enriched by the use of technology at all grade levels and allows students to actively participate during direct instruction and to explore scientific principles in multiple ways. Science Focus allows junior high students to demonstrate their knowledge of the scientific method through individual projects.

**Math:** The math curriculum focuses on computation and discovery using logical reasoning and problem-solving skills. Students develop a mathematical vocabulary and are encouraged, at every grade level, to learn by using a variety of mathematical skills including reasoning and the use of manipulatives. Junior high students receive a full year of Pre-Algebra and Algebra instruction enabling students to place in advanced level math classes in high school.

**Language Arts:** The language arts curriculum emphasizes reading, writing, grammar, spelling, and vocabulary. Students are exposed to phonemic awareness skills, decoding and reading strategies at the primary level while consistently building comprehension, critical-thinking skills, analysis, and sequencing of events. Students are taught to engage in critical discussions to interpret a variety of literary genres. Effective written and oral communication is stressed across all curriculum at all grade levels.

**Social Studies:** The social studies curriculum includes the study of communities, geography, U.S. history, world history, and economics. By studying social and global issues, students learn how to become responsible citizens. A partnership with The Field Museum and field trips to the Chicago History Museum and Naperville Settlement add dimension to lessons taught in the classroom. Hands-on projects and interactive experiences enhance the curriculum.

**Computer Technology:** Students participate in computer classes beginning in kindergarten. A well-equipped computer lab, as well as mobile laptop carts allows students the opportunity to explore across curricula and make every classroom an exciting place to learn. Skills taught include keyboarding, word processing, social networking, and internet safety. Multimedia programs such as PowerPoint, Excel, Web Lesson, and Pixies are all utilized by students in an interdisciplinary approach.

**Foreign Language:** The foreign language curriculum is designed to instruct students in all grades from kindergarten through eighth grade. St. Paul of the Cross is in compliance with the program's foreign

language requirements; 100 percent of seventh and eighth grade students receive 45 minutes of foreign language instruction per week for the entire academic/school year. The program focuses on vocabulary, conversation, grammar, and writing. Students also learn about the rich Hispanic culture through literature and music.

**Fine Arts (Visual and Performing Arts):** The fine arts program encourages students to explore their artistic abilities and is designed for students to perceive, create, and appreciate the visual arts. Art instruction introduces students to art history and cultural art and places a strong emphasis on the elements of art (line, color, shape, and texture), and the principles of design (balance, contrast, pattern, and unity). Students experience a wide assortment of media in both two-dimensional and three-dimensional art production. Music instruction begins with basic music theory, music history, and performance. Students in third through eighth grade can participate in choir to enhance their vocal skills. A band program, for fourth through eighth graders, introduces students to a variety of musical instruments.

**Physical Education:** The focus of the physical education curriculum concentrates on teambuilding, fitness, nutrition, and healthy living. Students receive instruction on the importance of nutrition and fitness so they are empowered with the knowledge to make healthy living choices in the future. Students develop their gross motor abilities, in the early grades (preschool through second grade), and progress to team oriented games and activities. Students in fourth through eighth grade are permitted to participate in an extensive after school athletic program.

## **2. Reading/English:**

Students at SPC are encouraged to read and write from the moment they begin school. Through the use of the Foundations Program by Wilson Reading, students gain a strong phonemic awareness and phonics base in the Early Childhood Program (pre-kindergarten through first grade). These reading skills encourage the development of independent life-long readers. It is this strong foundation that supplies students with the tools needed to meet new curriculum standards as they advance grade-levels.

Vocabulary is stressed across curriculum. Teachers incorporate word recognition strategies in every lesson, so that students comprehend increasingly complex subject material. Through the use of a school wide reading series at the elementary level, STORYtown by Harcourt School Publishers, reading instruction is consistent and uniform in its presentation. SPC chose this program because of the strong online resource tool for home use and the tiered interventions the program offers. Additionally, the robust vocabulary component offers an appropriate level of challenge across grade-levels.

As students begin first grade, reading groups are developed based on kindergarten performance and teacher recommendation. Reading groups are divided according to emergent, developing, and advanced readers. Early Childhood and primary grades are thematic in their instructional approach, integrating stories and vocabulary across the curriculum. By establishing a consistent early literary routine learning becomes purposeful and meaningful. In third grade, teachers begin working with students in small reading groups which encourages differentiated instruction based on individual ability. Instructional methods and intervention strategies are driven by frequent student assessments; specifically addressed areas include: phonological awareness, alphabetic principle, vocabulary, text comprehension, and fluency. Implementation of Read Naturally across grade levels and consistent progress monitoring helps to improve performance of students reading below grade level. Plans including one-on-one instruction, small group discussion, and reviewing complex concepts can then be implemented on an individual student basis.

Students in the middle and upper grades are encouraged to explore a wide variety of literary genres—fiction, nonfiction, biography, poetry, and plays. Teachers engage students in in-depth literary discussions which enhance reading comprehension and critical-thinking skills. Students at all grade levels have access to the Learning Resource Center (LRC), which allows children to check out books according to their own interests, or to use computer technology to investigate e-books.

### **3. Mathematics:**

The math curriculum at SPC is designed around the Archdiocesan Curriculum Standards for Mathematics, based on the Illinois State Standards. Problem solving, reasoning and proof, communication, representation, and making connections are all emphasized throughout the curriculum. In the primary grades, instruction is supported by the MacMillan/McGraw-Hill Mathematics series. Curriculum is sequential from one grade to the next with a strong focus on basic mathematical computation skills, problem solving, and critical thinking. Students are encouraged to apply mathematical reasoning to real world situations.

Sixth grade students use the Glencoe Mathematics text; an extension of the MacMillan/McGraw-Hill primary math series. Students in seventh and eighth grades complete a year of Pre-Algebra and Algebra, respectively. Instruction, in all grade levels, is delivered using a textbook with online access and supplemental materials including projects and manipulatives. Students who demonstrate a special aptitude for math are encouraged to take part in Math Olympiad or Math Competition, both of which allow students to explore their interests and to further develop their mathematical skills.

Students who require additional support in mathematics are instructed in one of two ways—pull-out support on an as needed basis by a resource teacher, or additional instruction on specific mathematical concepts. These students may receive help on only those skills with which they struggle and may be allowed accommodations within the classroom as appropriate. For other students, however, a modified math curriculum is necessary. Small group resource classes are available for students to complete the grade level curriculum with modifications. Modifications include adjusted pace, increased skill practice, and a greater emphasis on hands-on learning.

Terra Nova results, along with pre and post-test assessments and AIMSweb data are used to determine students' placement within math classes and individual curricular needs. Based on this information, changes to the curriculum such as an increased emphasis on mathematical vocabulary across grade-levels have been implemented. These changes are producing a positive effect on student achievement.

### **4. Additional Curriculum Area:**

The use of technology at SPC has become integral to the classroom environment. Technology brings curriculum to life, allowing students to become active learners. Students are engaged and are able to conceptualize materials beyond the textbook. In addition to classroom enhancement, students are given the fundamental tools that will help them prepare for future academic challenges and provide them with the skills necessary to contribute to society. Students learn to master basic computer skills through age appropriate software that stimulates exploration of the world around them and facilitates their realization that they are part of a global community. Through the creation of the Learning Resource Center (LRC), SPC has effectively combined the library and the computer lab together. According to the American Association of School Librarians, "Information literacy is the ability to locate, process, evaluate and utilize information." SPC's program provides information resources in a variety of formats and readability levels. Students are shown how to access, use, and evaluate information resources efficiently and to use technology to assist in solving problems. Instruction is correlated to specific academic content standards and is taught as an integrated process.

All faculty, across grade levels and curricular areas, use technological resources to enhance student assessment and curriculum. For example, through SPC's collaborative relationship with The Field Museum, in the *Building Bridges Across Communities* program, students can explore the museum's extensive collections in person or through online exhibits. This collaboration enriches the curriculum and allows students to take a journey with archeologists and curators as they chronicle the story of an ever evolving world.

As technology continues to advance, SPC will continue in its efforts to integrate technology across the curricula. This commitment will empower students and faculty to continue to use technology and technological resources as tools to enhance teaching and learning experiences.

## **5. Instructional Methods:**

The school faculty utilizes a variety of instructional methods to meet the diverse needs of the student population. Through a full-time Resource Department, of four teachers, St. Paul of the Cross is able to offer remedial support in the areas of math, reading, and language arts to students in kindergarten through eighth grade who need academic support or have diagnosed learning disabilities. Additional support is also available, through the Resource Department, for students who need support in science and social studies. SPC is committed to serving students with differing educational needs and empowers its faculty through professional development, to engage in best practice strategies and teaching methods to address the individual needs of each student. Academic enrichment opportunities, along with classroom instruction, enhance student achievement and promote independent learning. Enrichment opportunities include: Battle of the Books, Junior and Senior Science Club, Lego Robotics, Future Cities, Academic Team, and Math Olympiad. For those students who show a particular aptitude in the fine arts, activities include: Art Club, Choir, performing in SPC Musical productions, Smiling Strings, and Band.

SPC's Resource Department, along with the faculty, works closely with Community Consolidated School District 64 to develop and implement service plans for students with diagnosed disabilities to make sure that all accommodations are being met.

All SPC faculty are trained in differentiated instruction and are encouraged to be attentive to various styles of learning. The faculty also employs the use of the latest advancements in technology to improve student assessments and curriculum. Classrooms are equipped with audiovisual equipment, internet access, and SMART Boards to make the educational experience more engaging. A mobile, wireless computer lab, SMART Table, and SMART Response system are also available, which enhance the learning environment and promote interactive instruction and cross-curricular projects and activities. Students, across all grade-levels, are encouraged to explore academic pursuits as well as to actively participate in the fine arts program, thus inspiring students to strive for excellence in all curricular areas—forming well rounded individuals.

## **6. Professional Development:**

St. Paul of the Cross is committed to providing professional development for its faculty and staff. Seven days are built into the school calendar each year for professional development. Each faculty member is allotted \$1200 yearly for training, subscriptions to professional publications, membership in educational organizations, graduate studies, and professional growth opportunities of his or her choice. All professional development is driven by the need to support student learning and enhance the educational experience for students of all ability levels. Additionally, the school receives approximately \$10,000 annually in Title funds that are used to provide school-wide in-services. Recently, faculty has participated in workshops on Curriculum Mapping, enhancing student assessment, differentiated instruction, and bullying prevention. These workshops have been helpful as SPC strives to implement comprehensive reforms and innovative teaching strategies at every grade-level.

Teachers and administrators are encouraged to attend local and national conferences in areas of interest and areas of identified need. Information learned at these workshops is passed onto colleagues through intra-professional cooperatives in their particular curricular area. Time is set aside after school one day each week for teachers and administrators to collaborate and share ideas, experiences, and knowledge gained from workshops and classes. Students are the direct beneficiaries of these workshops because teachers incorporate new strategies to make learning more dynamic; rubrics are utilized to ensure student learning is aligned with academic standards.

SPC's Technology Committee provides teacher-to-teacher instruction to enhance faculty computer literacy skills; these training seminars are also shared with other schools throughout the Archdiocese. Technology Committee team members serve as mentors to faculty and staff on web-based Curriculum Mapping and help identify new trends in technology and how they can be implemented into the classroom. The use of these technologies has helped faculty create innovative lesson plans and improve the quality of student standards and assessments. For example, second, third, and fourth grade students use SMART Boards for interactive spelling and language arts lessons. Not only do the lessons become more engaging, but students can clearly see the standards/goals the teacher has established for them on individual assignments. Training is also offered in the development and use of appropriate multimedia products, educational software, WebQuests, and programs that can be used to enhance student learning and achievement.

## **7. School Leadership:**

The Archdiocese of Chicago School system establishes the policies and regulations under which SPC operates. The SPC administration, consisting of a principal and assistant principal, embraces a comprehensive team philosophy. Utilizing a team leadership approach allows the administration to be accountable, reliable, and responsible for school operations.

The administrative team works together to promote an atmosphere that fosters a climate of collaboration and cooperation between faculty, students, the parish community, and parents. The administrative team consistently challenges faculty and staff to grow professionally by encouraging membership in educational associations and attendance at professional conferences and seminars. This focus on professional growth and development directly impacts student achievement and leads to innovative teaching strategies and comprehensive student assessments. In response to parent concerns that parent teacher conferences were too late in the trimester to improve student progress, the principal addressed these concerns and adjusted the time of year that conferences took place. By making this accommodation, the principal reinforced SPC's commitment to improving student achievement. This commitment is further exemplified with the development of new comprehensive student progress reports designed to provide parents and students with a clear understanding of academic achievement in relation to set expectations.

The principal, as chief administrator, is the primary promoter of SPC's vision and embraces a hands-on leadership approach. This leadership encourages teachers and staff to be involved in decision making and creates a school environment that is open, empowering, and innovative. The principal is responsible for adjusting teaching responsibilities; moving from self-contained classrooms to a departmental approach has had a direct impact on student achievement and test scores. The principal is also responsible for maintaining a collaborative relationship with Community Consolidated School District 64. This relationship is important for student development and achievement because District 64 provides special services to SPC students including on-site speech therapy and social work. As a result of this partnership SPC has shared professional growth opportunities, funding opportunities (ARRA), and training/certification programs.

The principal is a member of many national professional organizations including: the National Catholic Educational Association (NCEA), Association for Supervision and Curriculum Development (ASCD), Illinois Principal Association (IPA), and the Archdiocesan Principal Association. As a result of these memberships and attending workshops and seminars on current educational practices, the principal can lead discussions with faculty on new educational trends and adapt them to enhance existing curriculum and assessment techniques at SPC.

# PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4115</u>	<u>\$4115</u>	<u>\$4115</u>	<u>\$4115</u>	<u>\$4115</u>	<u>\$4115</u>
K	1st	2nd	3rd	4th	5th
<u>\$4115</u>	<u>\$4115</u>	<u>\$4115</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$4513

5. What is the average financial aid per student? \$1068

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
1%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 6%

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	83	81	71	73
Number of students tested	61	77	76	72	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	2	1	4
Percent of students alternatively assessed	1	3	3	1	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd Edition/ 2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	73	77	74	73	74
Number of students tested	61	77	76	72	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	2	1	4
Percent of students alternatively assessed	1	1	3	1	5
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	80	85	81	78
Number of students tested	73	71	72	68	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	4	4	6
Percent of students alternatively assessed	5	4	5	6	8
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	78	86	86	81
Number of students tested	73	71	81	68	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	3	4	4	6
Percent of students alternatively assessed	5	4	5	6	8
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	76	79	83	83
Number of students tested	67	73	67	70	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	3	3	6	4
Percent of students alternatively assessed	7	4	4	8	6
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	78	85	82	83
Number of students tested	67	73	67	70	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	3	6	6	4
Percent of students alternatively assessed	7	4	8	8	6
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	85	86	89	87
Number of students tested	72	68	69	56	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	5	5	2
Percent of students alternatively assessed	1	4	7	8	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	84	77	83	75
Number of students tested	72	68	69	56	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	5	5	2
Percent of students alternatively assessed	1	4	7	8	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	87	87	84	83
Number of students tested	68	71	55	76	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	2	5	3	2
Percent of students alternatively assessed	6	3	8	4	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd Edition/2007 Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	83	85	79	86
Number of students tested	68	71	55	76	64
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	2	5	3	2
Percent of students alternatively assessed	6	3	8	4	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<p><b>NOTES:</b> The Archdiocese of Chicago began using the Third Edition of the Terra Nova in the 2008-2009 school year. Prior to 08-09 the Second Edition was administered. Students alternatively assessed due to special circumstances as required by individual service plans are not included in the average scores as reported by CTB/McGraw-Hill and subgroup scores are not reported because there are less than 10 students in the group.</p>					

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